

Pupil premium strategy statement



1. Summary information					
School	New Penshaw Academy				
Academic Year	2020/21	Estimated total PP allocation inclusive of post-LAC PP allocation	£95,495	Date of most recent PP Review	October 2020
Total number of pupils	164	Number of pupils eligible for PP	73	Date for next internal review of this strategy	

2a. KS2 Exit Data 2018/19				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	42%	N/A	60%	71%
% achieving ARE in reading	42%	N/A	60%	78%
% achieving ARE in writing	75%	N/A	70%	
% achieving ARE in maths	75%	N/A	70%	78%
2b. KS1 Exit Data 2018/19				
	PP	PP (National Average)	Non PP	Non PP (National Average)
% achieving Are related Expectations (ARE) in Reading, Writing and Maths (combined)	67%	N/A	63%	N/A
% achieving ARE in reading	67%	N/A	63%	78%
% achieving ARE in writing	67%	N/A	63%	73%
% achieving ARE in maths	67%	N/A	63%	79%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	<p>Disadvantaged pupils exited with a greater percentage working below ARE, most notably in Reading, in the following areas:</p> <p>Reading – Too few disadvantaged pupils attained ARE in Reading from Y1-Y6, including disadvantaged pupils in Year 6 not achieving predicted exit at the end of Key Stage 2. Within this, there was also a gap between disadvantaged pupils and their non-disadvantaged peers in all year groups within Key Stage 2.</p> <p>Writing – Too few disadvantaged pupils attained ARE in Writing across the school with notable gaps in the attainment of disadvantaged pupils in relation to their non-disadvantaged peers in Years 1,3 and 4.</p> <p>Maths – Too few disadvantaged pupils attained ARE in Maths in Years 1,3 and 4, with a significant gap in disadvantaged performance against their peers in Years 1 and 3.</p>
B.	<p>Too few pupils have developed high enough oral language skills and understand higher level vocabulary sufficiently to support their understanding of age-related reading materials.</p>
C.	<p>Social and emotional barriers to learning have been identified within disadvantaged pupils across school who display adverse attitudes towards learning which are impacting directly upon progress and attainment for this group. A significant group of pupils eligible for PP funding, have been identified as displaying low resilience and low confidence. This situation has been further exacerbated for pupils due to the disruption of schooling of closures due to Covid-19. Pupils have spent significant time at home and this has impacted on the well-being of all children, which a double disadvantage on those children from a disadvantaged background due to a range of issues impacting such as family finances, access to e-learning resources and overall health concerns.</p>

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	<p>Attendance is lower in pupils eligible for PP than in those who are not. Last year, disadvantaged pupils attendance was 92.2% which is below that of their non-disadvantaged peers and below the National benchmark of 96%.</p>
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Disadvantaged pupils attain in line ARE with non-disadvantaged and make more rapid progress in Reading, Writing and Maths to close the gap in all year groups.</p> <ul style="list-style-type: none"> • Accurately planned outcomes for identified off track pupils are evident in planned curriculum provision and in children's books to accelerate progress for those pupils towards age-related standards. • Closely planned interventions, which are tracked using class trackers, have impact on outcomes for disadvantaged pupils and are regularly monitored and reviewed by SLT/MLT. • Pupil Performance meetings are held termly based on class data and teachers are held accountable for provision in their class for pupils in receipt of PP funding and the impact of those provisions. 	<p>Early identification of PP off track.</p> <p>Intervention planned strategically with all stake holders, based on termly data.</p> <p>SLT and MLT monitor progress with specific focus from Literacy lead on Reading data through work and planning scrutiny and at pupil performance meetings.</p>
B.	<p>High quality texts and focussed teaching ensures that children entitled to pupil premium funding are exposed to high quality and high level vocabulary which supports their own vocabulary development and ability to understand texts presented. Additionally, pupils entitled to pupil premium funding will have a varied range of experiences in school and on educational visits which serve to increase and widen their vocabulary in context to further support their understanding.</p>	<p>Realistic and data driven predictions are met or exceeded for year group exit in reading.</p> <p>Reading outcomes are improved for pupils eligible for PP.</p>
C.	<p>Identifiable and valuable impact of SEMH CPD for all staff seen in improving readiness for learning and accessing the curriculum fully.</p> <ul style="list-style-type: none"> • All staff attend SEMH CPD and training • Whole school approach to social and emotional approach to learning • Developments to whole school PSHE scheme ensures skills are taught across the curriculum to support behaviours for learning, emotional literacy and resilience. 	<p>Fewer pupils eligible for PP displaying negative attitudes to learning due to SEMH barriers.</p> <p>Additional progress on attainment seen through greater engagement in learning of pupils eligible for PP.</p>

D.	<p>Pupils eligible for PP are not further disadvantaged by poor attendance and as a result of improved attendance can access interventions to raise standards.</p> <ul style="list-style-type: none">• Meetings held by SLT for persistent absence• Attendance monitored of vulnerable groups and reported to all class teachers to monitor• Individual, class and whole school awards incentivise 100% attendance aspirations	<p>Pupils eligible for PP show an increased attendance and line with those not eligible.</p>
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5. Planned expenditure					
Academic year		2020/21			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A rise in attainment and progress for disadvantaged pupils in receipt of pupil premium funding within Reading, Writing and Mathematics across all year groups.	<p>Refined approach to teaching English and Maths skills with increased focus on high quality resources eg:</p> <ul style="list-style-type: none"> -Subscriptions to Times table Rockstars, White Rose Hub, Literacy Shed, Purple Mash and Grammarsaurus and Reading Plus subscriptions. <p>Staff retention to support pupils in lessons and provide timely interventions to narrow the gap in achievement.</p> <p>Development of phonics teaching across school with programme of phonics CPD and purchase of new phonics resources.</p>	<p>To build on focussed work of the previous strategy where more time was spent allowing children to master objectives and developing resource banks to support age-related expectations and Greater Depth.</p> <p>There remains a gap between disadvantage children and their non-disadvantaged peers when attained Greater Depth Standard across both Key Stages.</p> <p>Research from The Education Endowment Foundation focussing on Teaching Assistants providing 1:1 or small group intervention shows a strong positive benefit of between three and five additional months progress on average.</p>	<p>English and Maths leads to undertake audit of skills and to plan for effective and personalised CPD to strengthen Teaching and Learning across school.</p> <p>Attend Trust working parties / meetings to share good practice and models for increasing the number of children attaining at ARE and at Greater Depth and incorporate best practice into disadvantaged tracking.</p> <p>Intervention programmes monitored as part of school monitoring.</p> <p>Cross-trust/ school moderation will ensure accuracy of judgements.</p>	SLT/MLT	To be reviewed each half term as part of school's monitoring programme.

<p>Assessment system to show increased attainment and progress in all core areas.</p>	<p>Interventions to be planned based on summer data and then reviewed half termly.</p> <p>Accurate assessments to identify gaps in learning and fed into online assessment systems for accurate analysis</p> <p>Cross Trust English leads develop Reading and Writing in line with CPD they received on Greater Depth.</p> <p>SLT to monitor interventions and provide CPD for identified support staff.</p> <p>Purple Mash, Grammarsaurus, White Rose Hub Membership, Rockstars license.</p>	<p>Attainment of disadvantaged pupils at the end of KS2 was significantly lower than non-disadvantaged peers.</p> <p>Disadvantaged pupils at exit for KS1 and KS2 were below National comparators.</p> <p>Disadvantaged pupils do not attain as well as their peers in Reading in Y1-6; in Writing they do not attain as well as their peers in Y1-4 and in Maths they do not attain as well as their peers in Y2-3.</p>	<p>Performance Management and Pupil Progress meetings will set targets to guide / challenge cohort data and inform teaching and interventions resulting in an increased percentage of children working at ARE in each year group.</p> <p>Cross Trust working party with pupil premium leads will support and challenge spends and their impact across the year.</p> <p>Ensure effective CPD and in school monitoring for all staff and in particular for staff who have changed year groups.</p>	<p>SLT/MLT Class teachers</p>	<p>Reviewed half termly</p> <p>Termly</p> <p>SLT time: £2950.00 Retention of staff and increased staffing: £49,218.00 Itrack Assessment System: £2011 CPD: £200.00 Subscriptions and Licences: £2,540.00 Phonics Books and Resources: £2000.00</p>
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Total budgeted cost					Total £58,719.00						
ii. Targeted support											
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?						
Raise attainment and progress in all subjects, but with specific focus on early reading skills.	Interventions to be planned based on summer data and then reviewed half termly.	<p>Children exited Y1 significantly below ARE standards across all subjects due to low starting points and the impact of COVID-19.</p> <p>Pupils attaining at ARE:</p> <table border="1"> <tr> <td>Reading</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>44%</td> </tr> <tr> <td>Maths</td> <td>44%</td> </tr> </table>	Reading	0%	Writing	44%	Maths	44%	Set targets that will guide interventions resulting in an increased percentage of children working at ARE at the end of KS1. Pupil progress challenge termly.	Class teachers	Termly (with half termly interim checks).
Reading	0%										
Writing	44%										
Maths	44%										
Raise attainment and progress in reading and maths by the end of Y6.	Pupil progress tracking grids to be completed and monitored each term. PP tracking, monitoring to ensure appropriate progress. Deployment of DHT for focussed intervention.	<p>A large proportion of children in receipt of pupil premium exited Y5 below ARE in reading and mathematics.</p> <table border="1"> <tr> <td></td> <td>R</td> <td>M</td> </tr> <tr> <td>Y 5</td> <td>54% PP</td> <td>62% PP</td> </tr> </table>		R	M	Y 5	54% PP	62% PP	In school monitoring of intervention programmes.	DHT Class teachers	<p>Termly (with half termly interim checks)</p> <p>Increased TA staffing at exit points during morning sessions for core subject teaching to support catch up and provide immediate intervention to pupils £24,225.50</p>
	R	M									
Y 5	54% PP	62% PP									

<p>SEHM issues and low resilience addressed</p>	<p>Pupils identified as requiring additional support. Parents consulted. Approaches offered from Friends Resilience, Nurture, PE social intervention.</p> <p>Increased participation in school clubs for well-being and raised self-esteem.</p> <p>Well-being programme of activities to be timetabled into the year as part of Charter Mark work to support improvements to SEMH.</p>	<p>The EEF Toolkit case studies suggest that on average, SEHM interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an overall impact on progress and attainment. Raising pupil well-being and identifying pupils at risk of SEHM issues will in turn make more positive attitudes towards learning, in order to raise attainment and progress.</p>	<p>Monitor SEHM aspects of learning to check improvements of resilience, attitudes to learning, concentration, well-being, attainment and progress.</p>	<p>Designated TA and relevant class teachers.</p> <p>LA behaviour support.</p>	<p>To be reviewed as part of school monitoring programme.</p> <p>Pupil voice.</p> <p>Reports from BS team.</p> <p>Staffing £1750.50 Admin time £1200.00 Hoodies for Year 6: £250 Subsidised experiences £2500 Rewards £500 CPD £500 After school clubs £900 Well-being activities: £1500</p>
Total budgeted cost					£8,850.50

6. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A rise in attainment and progress in writing across all year groups	Purchase resources to engage reluctant writers. Purchase quality texts to provide model for reluctant writers. Provide CPD for staff to support delivery of high quality reading intervention across whole school. Staff CPD delivered in Trust partnership to deliver RWI Phonics programme.	Children eligible for PP were predicted to perform in line with those not eligible in writing in Reception and were predicted to be in line in KS1. Work needs to continue in order to maintain the accelerated progress made to attain well in these groups, particularly due to COVID lockdown impact.	This needs to continue and high standards of intervention and sharing of good practise by successful year groups exceeding previous outcomes.	£17,079.00 Including retention of support staff for small group teaching and CPD costs incurred for training.

<p>Assessment system to show increased attainment and progress in all core areas.</p>	<p>Accurate assessments to identify gaps in learning.</p> <p>Cross trust English Leads to develop writing interim standards for all year groups.</p> <p>SLT to monitor interventions and provide CPD for identified support staff.</p> <p>Education City and SAM Learning license.</p> <p>Retention of support staff.</p>	<p>Assessment system was used successfully and SLT/ML identified gaps and supported teachers in a timely manner during the Autumn and Spring term prior to closure.</p> <p>Guided Reading is now being delivered in a new approach as a whole class in KS2, to engage with more reluctant readers.</p>	<p>New assessment systems have been established in school for Maths and English, to track pupils more carefully in particular to evidence Greater Depth learning.</p>	<p>£6,828</p>
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<p>Raise attainment and progress in reading, writing and maths by the end of Y6.</p>	<p>Pupil progress tracking grids to be completed and monitored each term. PP tracking, monitoring to ensure appropriate progress, which will be a focus within pupil progress challenge meetings to ensure accountability.</p>	<p>Accelerated progress was made by this Year 6 cohort throughout Autumn 2 and Spring term which accelerated them toward predicted exit and ensured quick progression for identified off track pupils. This was due to extensive support provided by the DHT, Class teacher and Teaching Assistant working with targeted children to provide high quality class input, targeted small group work and timely intervention delivered immediately through accurate formative assessment.</p>	<p>Early identification of those currently on track to make ARE. Early teaching intervention groups and 1:1 with experienced SLT teachers needed.</p>	<p>£30,348.00</p>
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ii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise attainment and progress in reading and maths by the end of Y6.	Pupil progress tracking grids to be completed and monitored each term. PP tracking, monitoring to ensure appropriate progress. Deployment of	A large proportion of children in receipt of pupil premium exited Y5 below ARE in reading and mathematics.	In school monitoring of intervention programmes.	£22,246.00
Increase participation in enrichment opportunities such as educational visits to support and promote an interest in learning.	Pupils across school will access educational visits by providing subsidised enrichment activities. Residential visit subsidised.	All classes were able to book trips outside of school to enhance learning opportunities and engage with children. All of these trips would not have been able to go ahead without PP funding due to limited household finances and non-additional financial contribution by a minimum of a third of families on each trip.	Continue to provide a PP budget for visits and enrichment.	£2000.00

<p>Increase participation in wider school activities</p>	<p>Provide opportunities for children to access ICT equipment and software to enhance learning.</p>	<p>ICT club was held and well attended weekly by 21 children unable to access high quality equipment and software at home across the Autumn and Spring terms. Purple Mash licence helped to provide focussed activities that support homework and extended classroom learning that may not have happened otherwise.</p>	<p>Provide a more diverse opportunity for after school clubs with PP funded places in the coming year.</p>	<p>£2000.00</p>
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